
Southern Colleges for Women.

(STATISTICAL TABLES—REVISED.)

By Miss Elizabeth Colton, Professor of English, Meredith College, Raleigh, N. C.

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SOUTHERN COLLEGES FOR WOMEN.

As Southern colleges for women vary in standard from poor preparatory schools to colleges recognized by the Association of Colleges and Preparatory Schools of the Southern States, and as almost each is a law unto itself in admission requirements and in general organization, no satisfactory classification of them is possible. Indeed, no United States Commissioner of Education has ever attempted—I am inclined to think ever dared—to make any closer discrimination between Southern colleges for women than the selecting of three for a limited *Division A* and the lumping of all the others into a heterogeneous *Division B*. But fools rush in where angels fear to tread; and so during the past year I have compiled statistics for the Southern Association of College Women showing the specific admission requirements of women's colleges in the South. And with these statistics as a basis, I have grouped these institutions under the four following heads:

1. Institutions belonging to the Association of Colleges of the Southern States.

2. Institutions offering from three to four years above standard college entrance requirements, but not conforming to the regulations of the Southern College Association.

3. Institutions counting two or more years of preparatory work toward a baccalaureate degree.

4. Institutions counting from three to four years of preparatory work toward a baccalaureate degree.

Although a classification based largely on admission requirements is no doubt in some cases misleading, yet this seems to be the most nearly definite means of determining the relative standards of the numerous Southern colleges for women. And in stating the leading characteristics of the colleges in each group, I shall try to give some idea of their equipment and organization.

The first group, composed of colleges belonging to the Association of Colleges of the Southern States, is limited to four: Agnes Scott College, Decatur, Ga.; Goucher College, Baltimore, Md.; Randolph-Macon Woman's College, Lynchburg, Va.; Sophie Newcomb Memorial College, New Orleans, La.

These colleges, of course, require as much as fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to any diploma. But they stand out preëminently from all other women's colleges in the South in having pledged themselves not to allow their college instructors to do any preparatory teaching either in an academy, a subfreshman, or a "conditioned" class, and also in having pledged themselves not to allow their conditioned freshmen to make up work in a preparatory school, if they have one, nor to allow their preparatory students to take any college courses. Yet Goucher is the only woman's college in the South which is generally recognized as being of equal standing with representative Eastern colleges for women. This is due mainly to the fact that the other colleges have too large a proportion of special and "special study" pupils. I shall speak of this, however, more at length in connection with the colleges in the next group, where this proportion is much more marked. Another reason for the higher standing of colleges in the East is that they are extremely rigid as to the exact kind of subject-matter presented for entrance; and even a Goucher student transferring at the end of her sophomore year to Wellesley, Vassar, or Mount Holyoke might lose six hours' credit if she had presented at Goucher only the two units in Latin absolutely required for admission there. And we must admit that ordinarily two units of science or of history do not represent quite so much work as the reading of six orations of Cicero and six books of Vergil with the accompanying Latin prose composition. This is also true in regard to modern languages as taught in many of our Southern high schools; it follows, therefore, that until our secondary school system catches up with that of the East, even our best colleges will hardly be able to *average* so high a standard of scholarship as that characterizing institutions drawing students largely from well-equipped four-year high schools preceded by eight grades.

In this paper, however, my interest is primarily with the

one hundred and thirty-seven or more Southern colleges for women that are not within the fold of the Association of Colleges of the Southern States. And here the difficulty of discrimination begins; for the fact that an institution announces a fourteen-unit admission requirement and outlines an elaborate course of study leading to an A.B. degree does not necessarily mean that students are actually pursuing such a course; they may be working merely for a B.D. or an L.I. degree. And yet beginning with September, 1911, there are, in addition to the four colleges already discussed, twenty-six women's colleges in the South announcing an admission requirement of from fourteen to sixteen units, and seven others with almost equal claims. I have, therefore, included in my second group thirty-three¹ institutions *offering* from three to four years of work above college entrance requirements. In an attempt to make some slight distinction I have arranged them under the following subheads based on their requirements for admission to special study "schools:"

1. Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to a diploma in music, art, and expression: Bessie Tift College, Forsyth, Ga.; College for Women,² Columbia, S. C.; Converse College, Spartanburg, S. C.; Judson College, Marion, Ala.; Meredith College, Raleigh, N. C.; Notre Dame College, Baltimore, Md.; Salem College,³ Salem, N. C.; Shorter College, Rome, Ga.; Sweet Briar College, Sweet Briar, Va.; Woman's College, Frederick, Md.

2. Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and from eight to no units for admission to courses leading to a diploma in music, art, and expression: Athens College,* Athens, Ala.; Baylor College, Belton, Tex.; Belhaven College and Institute,³ Jackson, Miss.; Brenau College,* Gainesville,

*In spite of high admission announcements, these institutions seem to be doing no more *college* work than the institution cited in my third group.

¹In my total on page 16 I count in this group one other institution—Forest Park University.

²College for Women and Salem announce a maximum requirement of thirteen units for 1911-12.

³Opened September, 1911; requirements wholly prospective.

Ga.; Buford College,* Nashville, Tenn.; Central College for Women,* Lexington, Mo.; Chicora College,* Greenville, S. C.; Columbia College,* Columbia, S. C.; Greensboro Female College, Greensboro, N. C.; Hollins College, Hollins, Va.; Lagrange Female College,* Lagrange, Ga.; Mount St. Agnes College, Mount Washington, Md.; Mississippi Industrial Institute and College,¹ Columbus, Miss.; Tennessee College,² Murfreesboro, Tenn.; Fairmont Seminary,* Weatherford, Tex.; Wesleyan College, Macon, Ga.; Woman's College of Alabama, Montgomery, Ala.; Young's College,* Thomasville, Ga.

3. Institutions announcing a requirement of from ten to twelve units for admission to courses leading to a baccalaureate degree, and less than ten for admission to courses leading to a diploma in music, art, and expression: Florida State College for Women, Tallahassee, Fla.; Galloway College, Searcy, Ark.; Lander College, Greenwood, S. C.; State Normal and Industrial College, Greensboro, N. C.; Winthrop Normal and Industrial College, Rock Hill, S. C.

The distinctions made by the above subdivisions are, of course, inadequate, for in many cases they fail to indicate the actual or the comparative standard of a particular institution. Winthrop and the North Carolina State Normal, for instance, are listed in the third subdivision; yet since they require two years of high school work for admission to every department, they probably average a higher standard than those institutions in the second subdivision stating no academic requirement for admission to or graduation from their schools of music, art, and expression.³ And in general organization and equipment, no doubt, these State schools are in advance of some

*In spite of high admission announcements, these institutions seem to be doing no more *college* work than the institutions cited in my third group.

¹Since this article went to press, the Mississippi Industrial Institute and College has separated its college department entirely from its normal and industrial departments.

²Tennessee College will require ten admission units for special study courses in September, 1912; and so should be included in the first subdivision.

³The institutions which apparently do not require any definite amount of academic work for special study diplomas are: Belhaven, Brenau, Buford, Central, Hollins, Mount St. Agnes, Texas Fairmont, and Young's.

of the colleges in the first subdivision. For, strange as it may seem, several colleges with the highest admission requirements do not publish a classified list of their students. In fact, only one-third of the institutions in this group make any distinction whatever in their catalogues between preparatory and college students. It is therefore impossible to tell how many students in twenty-two of these institutions are actually pursuing courses of study outlined for baccalaureate degrees. In some cases the limited number in the faculty would indicate that the institution could not be giving four years of college work. Belhaven College and Industrial Institute, for example, has provided a faculty of only six besides its President for courses of study covering sixteen years, including an elementary school of eight grades, a four-year preparatory school, and a college course of four full years in liberal arts and sciences. And one is forced to assume that several other institutions in the second group have not at present students in the four college classes; or that, if they have, their respective faculties are too busy teaching preparatory pupils to give thorough college courses.

Converse College, however, in the first subdivision, and Mississippi Industrial Institute and College, in the second subdivision, deserve to be singled out on account of their equipment and general organization. Converse,¹ it is true, allows college instructors to conduct "conditioned" classes in Latin, mathematics, and English; but Converse does not maintain a preparatory department, and has as many as six professors devoting their entire time to college work. And the Mississippi Industrial Institute and College,² although it allows some slight interchange of work between its upper normal and its collegiate departments, has a separate faculty for each of its distinctive schools. But as it does not require any high school work for admission to its normal and industrial departments, and not more than four units for admission to its freshman music class, its collegiate department has not received the recognition to which in itself it would be entitled.

¹Beginning with September, 1912, Converse is planning to provide instructors especially for conditioned students.

²The Mississippi Industrial Institute and College in the middle of the year 1911-12 separated its college department entirely from its normal and industrial departments, hence it should now be included in the first subdivision of the second group.

But since few women's colleges in the South have any need of the Scotchman's prayer, "O Lord, give me a good conceit of myself," I shall not dwell on the marked improvement that several other institutions in group two have made during the past four or five years. I shall, on the contrary, continue to point out wherein all fall short of the highest standards. The leading characteristic, if not the leading weakness, of Southern colleges for women as a whole is the predominance of preparatory and "special study" pupils. This is forcibly illustrated by comparing the proportion of regular college students to the total number of students as shown in the catalogues of the colleges which publish a clearly defined student roll.

	College Stu- dents. ¹	Total En- rollment.
Athens College	83	202
Baylor College	95	424
Central College	32	136
Converse College	146	317
Judson College	70	234
Lagrange College	32	189
Meredith College	86	358
Mississippi Industrial Institute and College..	260	752
Wesleyan College	120	410
Winthrop College ²	144	674
Woman's College of Alabama.....	58	95

The Woman's College of Alabama seems to be the only one of the thirty-three institutions in the second group in which college students are not decidedly in the minority. A few of these colleges try to make a virtue of necessity, and advertise that their upper preparatory classes are taught by college professors; and some advocate the association of preparatory and college students on the ground that such association "furnishes that stimulus so necessary for inspiration and higher ideals." Others dwell on the benefit that their music, art, and expression students receive from "the social and intellectual life of the college." But, in reality, the overworked professor, the immature fine arts specialist, and even the *inspired* "prep" tend to make the clear, keen scholarly atmosphere of college life somewhat hazy.

¹Students specializing in music, art, and expression are not considered "regular" college students.

²Winthrop College does not have its music and collegiate departments distinct from its normal department, hence I have counted as college students only those in the Normal Latin Course.

The tendency on the part of the Southern girl to "specialize" before she has completed her college course causes one of the leading distinctions between Eastern and Southern colleges for women. This may be best illustrated, perhaps, by comparing the proportionate number of music students in colleges of the two sections. Of the 1,030 students now at Vassar, for example, only one hundred are taking lessons in piano, voice, organ, and violin combined. At Greensboro Female College, on the other hand, there were last year, out of a total registration of 215, exactly 151 studying music. This proportion of music students—one-tenth at Vassar and nearly three-fourths at Greensboro—is, I find, typical of women's colleges in the East and in the South; and perhaps I should add that even the few who are studying music in Eastern colleges are working primarily for an academic degree. This is not true of the majority of music students in Southern colleges. Eastern colleges do not try to compete with conservatories, and they no more think of advertising their music departments than their departments of mathematics. A department of music is, of course, indispensable in a woman's college; but if an institution wishes to be recognized as a *college*, it is safer for it not to try at the same time to be "the leading conservatory of music in the South."

But in spite of the predominance of immature "specializers" in our Southern colleges, Southern girls are, I think, learning to appreciate a well-rounded education. Each year shows an increase in the number of those who are willing to stay at college after they are eighteen. It is therefore confidently to be expected that, in addition to our four recognized women's colleges, several others that are now meeting standard admission requirements will within the next few years secure a sufficient endowment to enable them to keep their admission requirements high, to engage at least six or eight well-trained professors who can devote their entire time to college work, and to secure libraries, laboratories, and all other buildings and equipment essential to the maintaining of a high standard of scholarship and efficiency. With such an endowment it will not be necessary to admit preparatory and "irregular pupils" for income purposes.

In their struggle to become standard colleges, perhaps the greatest opposing force these institutions have to contend with

is the number of nominal colleges in the two remaining groups; for not only does each of the three leading religious denominations in the South try to have a woman's college in each State, but sometimes all three have one in the same small city. In North Carolina there are three Baptist colleges for women, three Methodist, and four Presbyterian; and the Methodists have bought land for another, so that the city of Raleigh may boast four colleges for women. The Board of Education of the Methodist Episcopal Church, South, however, has in classifying its own institutions done much for the improvement of educational standards by inducing some of its weaker "colleges" to become preparatory schools for its Class A colleges.¹ This suggests a means not only for the survival of the fittest, but possibly for the survival of all, if Baptist and Presbyterian educational institutions would only become equally perfected in grace. Such a consummation is greatly to be desired, for there are over a hundred institutions in groups three and four doing more or less preparatory work, yet calling themselves *colleges*.

The following institutions,² counting two or more years of preparatory work toward a baccalaureate degree, constitute the third group: Brenau College, Eufula, Ala.; All Saints Episcopal College, Vicksburg, Miss.; Andrew College, Cuthbert, Ga.; Caldwell College, Danville, Ky.; Campbell-Hagerman College, Lexington, Ky.; Centenary College-Conservatory, Cleveland, Tenn.; Central College, Conway, Ark.; Cottey College, Nevada, Mo.; Chowan College, Murfreesboro, N. C.; Christian College, Columbus, Mo.; Coker College, Hartsville, S. C.; Elizabeth College, Charlotte, N. C.; Greenville Female College, Greenville, S. C.; Grenada College, Grenada, Miss.; Hamilton College, Lexington, Ky.; Hardin College, Mexico, Mo.; Howard-Payne College, Fayette, Mo.; Kee Mar College, Hagerstown, Md.; Lexington College for Young Women, Lexington, Mo.; Liberty Ladies' College, Lib-

¹Methodist Class A colleges *need* not require more than six units for admission to the freshman class of "special study" departments, and subfreshmen and college students are not always kept rigidly distinct. Hence Methodist Class A colleges do not necessarily come up to the standard set by the Association of Colleges of the Southern States.

²*Seminaries* and *institutes* conferring degrees, as well as institutions retaining the name "college" but not conferring degrees, are included in the third and fourth groups.

erty, Mo.; Limestone College, Gaffney, S. C.; Lindenwood College, St. Charles, Mo.; Mansfield Female College, Mansfield, La.; Mary Baldwin Seminary, Staunton, Va.; Marion Seminary, Marion, Ala.; Martin College, Pulaski, Tenn.; Margaret College, Versailles, Ky.; Martha Washington College, Abingdon, Va.; Meridian Woman's College, Meridian, Miss.; North Texas College, Sherman, Tex.; Peace Institute,¹ Raleigh, N. C.; Presbyterian College for Women, Charlotte, N. C.; Sayre College, Lexington, Ky.; Southern Presbyterian College, Red Springs, N. C.; Southern Seminary, Buena Vista, Va.; Sullins College, Bristol, Va.; St. Mary's College, Dallas, Tex.; St. Mary's School,¹ Raleigh, N. C.; Stephens College, Columbia, Mo.; Stonewall Jackson Institute, Abingdon, Va.; Synodical Female College, Fulton, Mo.; Switzer College, Itasca, Tex.; Texas Presbyterian College, Milford, Tex.; Virginia College, Roanoke, Va.; Virginia Institute, Bristol, Va.; Whitworth College, Brookhaven, Miss.; Woman's College of Due West, Due West, S. C.

The best of these institutions complete, or nearly complete, fourteen units by the end of the sophomore year; but the work of their junior and senior years can hardly be considered that of a standard college. Nominally the courses are almost identical with those given in the last two years of a real college; but students who are barely prepared for standard freshman work are too immature to get the full benefit from courses in psychology and ethics, and they have not had sufficient foundation for elective courses in ancient and modern languages and literature. And, besides, college courses cannot be given by instructors who often have from twenty to twenty-five hours of classroom work a week. The courses in metaphysics are, it is true, usually given by the presidents; but presidents are apt to be too much harassed with the material affairs connected with their institutions to deliver *philosophic* lectures regularly. But it is sometimes argued that the many girls who will never go to a first-class college should have a little *Browning* and a little popular philosophy in preference to freshman exposition and logarithms. However that may be, those who have not had the English composition and mathe-

¹Offers about two years of work above college entrance requirements, but does not confer a degree.

matics *required* in all standard colleges are not entitled to an arts or science degree.

A few institutions in this group have recently taken a definite step toward recognized standards by offering "junior college" courses. Three in Kentucky—Caldwell, Campbell-Hagerman,¹ and Hamilton—follow closely college entrance requirements through the sophomore year, and in most of their junior and senior courses they conform to the freshman and sophomore years of a standard college. Two Missouri institutions,² Hardin and Lindenwood, and All Saints College in Mississippi are organized on a slightly different basis. They require as much as fourteen units for admission to their "junior college" course, and then offer two years of standard freshman and sophomore work. If the two Missouri institutions would follow the example of the three Kentucky institutions and of All Saints College and discontinue the conferring of degrees for only two years of college work, and if all these would drop the name "college," they would become models for several other institutions in group three that already offer a standard college preparatory course, and that are perhaps sufficiently well equipped to substitute standard freshman and sophomore work for their finishing school junior and senior courses.

There is, however, even a greater tendency on the part of the pupils in this group to "specialize," or at least to drop any study that is particularly displeasing, than in those of group two. Consequently it sometimes happens that a pupil who has dropped Latin before reading *Cæsar* or who has never got beyond quadratics may be taking junior and senior electives, or it may be that she is studying second-year Latin and elementary algebra at the same time with "senior" history and literature. And this irregularity is equally marked in the nominal colleges constituting the fourth group. Indeed, as I implied at the beginning, it is impossible to draw any clearly defined distinction between some institutions in any one division and some in the division immediately following; yet there is a difference in the standard of the institutions taken

¹Since this article went to press, Campbell-Hagerman has ceased to exist.

²Howard-Payne College is now rated as being of equal standing with Hardin and Lindenwood.

as typical of each group. I have, therefore, included in my fourth and last division all Southern degree-conferring institutions for women in which secondary school work greatly predominates.

There are over fifty of this class counting from three to four years of preparatory work toward a baccalaureate degree:¹ Alabama Central Female College, Tuscaloosa, Ala.; Asgard College, South Houston, Tex.; Belmont College, Nashville Tenn.; Bellwood Seminary, Anchorage, Ky.; Bethel College, Hopkinsville, Ky.; Birmingham Seminary, Birmingham, Ala.; Blue Mountain College, Blue Mountain, Miss.; Boscobel College, Nashville, Tenn.; Bourbon College, Paris, Ky.; Carr-Burdette College, Sherman, Tex.; Central Mississippi Institute, French Camp, Miss.; Chappell Hill Female College, Chappell Hill, Tex.; Claremont College, Hickory, N. C.; Cox College,² College Park, Ga.; Davenport College, Lenoir, N. C.; Fairmont College, Monteagle, Tenn.; Franklin Female College, Franklin, Ky.; Hillman College, Clinton, Miss.; Home Institute, New Orleans, La.; Howard Female College,³ Gallatin, Tenn.; Liberty College, Glasgow, Ky.; Linwood College, Gastonia, N. C.; Littleton College, Littleton, N. C.; Logan College,⁴ Russellville, Ky.; Louisburg College, Louisburg, N. C.; Louisiana Female College, Keatchie, La.; Madison Institute, Richmond, Ky.; Maryland College, Lutherville, Md.; Memphis Conference Female College, Jackson, Tenn.; Millersburg Female College,⁵ Millersburg, Ky.; Mississippi Synodical College, Holly Springs, Miss.; Oxford College, Oxford, N. C.; Owensboro College, Owensboro, Ky.; Powhatan College, Charleston, W. Va.; Port Gibson Female College, Port Gibson, Miss.; Radnor College, Nashville, Tenn.; Roanoke Institute, Danville, Va.; Rogersville Synodical College, Rogersville, Tenn.; Sacred Heart College, Belmont, N. C.; St. Joseph's College, Emmitsburg, Md.;

¹I have included in this group "seminaries" conferring degrees, and institutions calling themselves *colleges*, whether or not they have substituted diplomas for degrees.

²Cox College is now rated by the United States Specialist in Higher Education as doing approximately two years of college work. It, therefore, should be included in the third group.

³Admits into freshman A.B. course from the fifth grade.

⁴Logan College is probably equal to several institutions in group three.

⁵Admits into freshman A.B. course from the sixth grade.

St. Mary's College, San Antonio, Tex.; San Antonio Female College, San Antonio, Tex.; Silliman Collegiate Institute, Clinton, La.; Soule College, Murfreesboro, Tenn.; Southern Christian College, West Point, Miss.; Southern Female College, Petersburg, Va.; Stanton College, Natchez, Miss.; Statesville Female College, Statesville, N. C.; Tuscaloosa College, Tuscaloosa, Ala.; West Texas College, San Antonio, Tex.; Woman's College, Richmond, Va.

The following institutions did not respond to requests for catalogues, but they probably belong in this group: Alabama Synodical College, Talladega, Ala.; Beaumont College, Harrodsburg, Ky.; Oklahoma Wesleyan College, Oklahoma City, Okla.; Pontotoc Female College, Pontotoc, Miss.; Texas Woman's College, Bryan, Tex.

As the majority of the schools in the fourth group admit into their freshman class pupils from the seventh and eighth grades, their baccalaureate degree should be equivalent to a good high school diploma. But this is not always the case, for some with only half-hour recitation periods "complete" *Cicero* and *Vergil* in one year; and that, too, when pupils are carrying six or eight studies. In fact, the number of studies taken at a time and the amount of subject-matter skimmed enable pupils in many of these schools nominally to complete junior and senior electives when they should be doing third and fourth year high school work; and this happens even when a pupil is conscientiously taking the regular course. In fact, I was myself a victim of one of these institutions. At fifteen I studied Paley's "Evidences of Christianity" and Upham's "Mental and Moral Philosophy." Naturally, after graduating from this school, I had to spend a year in preparing for the freshman class of an Eastern college. Several of the best of these schools, however, have recently arranged their courses of study in such a way as to prepare definitely for college; yet even they retain the name "college" and confer degrees.

Indeed, in my study of the catalogues of women's colleges I have found that, as a rule, the lower the standard the greater the variety of degrees conferred. Goucher and Agnes Scott, for instance, confer only the A.B. degree; and Brenau is the only college in the second group that confers as many as six. Limestone College, in the third group, simply states that its graduates are "decorated with the highest college degrees;" but

several colleges in the fourth group confer, in addition to the time-honored A.B. and A.M., the more modern and often less honored B.S., Ph.B., B.M., O.B., B.D., B.L., M.E.L., and L.L.M. The last three, the catalogues regretfully state, are designed for young ladies who "decline to study Latin."

Some of these schools may be sinning ignorantly, for the following bit of excellent educational theory precedes the outline of the course of study in a Tennessee college apparently admitting into its freshman A.B. course children who have just completed five grades: "It is earnestly desired that our patrons will coöperate with us in discouraging the overcrowding of work upon the growing minds of children, and remember that education is not merely an accumulation of facts, but the gradual and thorough assimilation of the wonderful truths from the realms of history, science, literature, and art. This is best accomplished by making haste slowly." This school, conferring an A.B. degree on children of ninth-grade maturity, surely does not realize the extraordinary incongruity between its preaching and its *teaching*. But institutions definitely stating that they confer the B.S. degree on all who complete preparatory courses arranged for students desiring to enter "such higher institutions of learning as Vassar and Vanderbilt" know that their degrees are merely nominal.

The catalogues of colleges of the third and fourth groups show as great a lack of restraint in their advertisements as in the variety of their degrees. Some claim to "duplicate the work of the best Eastern colleges," and nearly all advertise as "institutions for the higher education of women." Yet the catalogues of many of these schools, filled as they often are with pictures of class day exercises, of basket ball squads, of tennis teams, of glee clubs, of "merriment" clubs, of "*al fresco* scenes" from various plays, and even of student groups "spelling Taft, sitting and standing," resemble college annuals far more than college catalogues. Even the views of the buildings and of the surrounding country and the photographs of the professors tend to throw the emphasis on externals. And yet some institutions in the third and fourth groups publish dignified catalogues and, as I have already stated, give thorough courses as far as they go. But as long as they confer degrees for any preparatory work they are sinning against present educational standards, and run the risk of remaining

unclassified by United States specialists in higher education, of failing to be endowed by the General Educational Board, and, worst fate of all, of being ridiculed by Carnegie Foundation investigators.

In stating the "technical" characteristics of women's colleges in the South, I have not dwelt on the advantages of a thorough college training for women. In fact, it is now generally conceded that a college education is of advantage even to women who are not teachers; and this holds in spite of the fact that many cultivated women have obtained in other ways an education more to be desired than that which the college *alone* can furnish. And I have not even touched on that much-discussed subject, the proper kind of curriculum for a woman's college. I should like at least to refer any who wish scholarly reflections on this point to Professor W. P. Trent's "Reflections on the Education of Women" in the *Columbia University Quarterly* (March, 1910) and to Professor M. L. Harkness's views on domestic science in the October, 1911, *Atlantic Monthly*.¹ My object has been merely to report the actual conditions existing in Southern degree-conferring institutions for women with the hope that the Association of Colleges and Preparatory Schools of the Southern States may devise some means of inducing these institutions not so much to raise as to improve their standards; and, above all, that this Association may soon educate public opinion to such an extent that nominal degrees will be ridiculed out of existence.

In closing I shall take the liberty of further trying to impress upon you the necessity of giving this subject your most careful consideration by quoting a passage from Burke's "Speech on Conciliation with America," which, with the change of a word or two, seems to describe your relation to Southern colleges for women:

"The first thing we have to consider in regard to the nature of the object is the number of *colleges for women in the South*. I have taken for some years a good deal of pains on this point. I can by no calculation justify myself in placing the number below *one hundred and forty-one*. This, sirs, is, I believe, the true number. There is no occasion to exaggerate where plain truth is of so much weight and

¹"One View of Domestic Science."

importance. But whether I put the present numbers too high or too low is a matter of little moment. Such is the ease with which colleges shoot up in *this* part of the world that, state the numbers as high as we will, while the dispute continues, the exaggeration ends.¹ While we are discussing any given *number*, they are increased to it. While we spend our time in deliberating over the mode of dealing with *one hundred and forty-one*, we shall find we have *two hundred and forty-one* to deal with. I leave this consideration of the present and growing number of *women's colleges* in the front of your deliberations, because, sirs, this consideration will make it evident to a blunter discernment than yours that no partial, narrow, contracted, occasional *treatment* will be at all suitable to such an object. It will show you that it is not to be considered as one of those *minima* which are out of the eye and consideration of the *Association of Colleges and Preparatory Schools of the Southern States*, not a paltry excrescence of the *educational system in America*. It will prove that some degree of care and caution is required in the handling of such an object. It will show you that you ought not, in reason, to *leave to their own devices such an unorganized horde of educational institutions*. You could at no time do so without guilt, and be assured you will not be able to do it long with impunity."

¹The United States Commissioner of Education includes only eighty Southern colleges for women in his report for 1909; the additional sixty-one colleges in my lists have not really all sprung up in the past two years, however.

SPECIFIC ADMISSION REQUIREMENTS OF SOUTHERN COLLEGES FOR WOMEN.

Except when specifically indicated, the following tables include only institutions that claim to be colleges either by retaining the name *college* or by conferring a baccalaureate degree. The statistics are based mainly on 1910-11 catalogues. In a few instances, however, the catalogues of the previous year had to be used. The amount of preparatory work estimated, in any given instance, as being counted toward a degree does not indicate that the work of the remaining year or years is of college standard. The maximum number of units refers to those required for admission to courses leading to a baccalaureate degree; the minimum units refer to those required for admission to courses leading to a diploma in music, art, or expression. A blank indicates that no secondary school work is required.

Units Required for Admission and Approximate Amount of Preparatory Work Counted toward a Degree.

ALABAMA.	English.	Latin.	Second Language.	Mathematics.	History.	Science.	Elective.	TOTAL UNITS.		Preparatory Work Counted toward a Degree.*
								Max.	Min.	
Brenau College.....	1.5	(1.5)	.....	1.5	1.5	.....	1.5	7.5	.....	Two or more years.
Alabama Central Female College.....	.....	(.5)	.....	.....	.....	.....	.....	(.5)	.....	Four years, approximately.
Athens College ¹	3	(3)	.....	2	.....	.....	2.8	11.5	.....	One year, approximately.
Birmingham Seminary.....	.....	1	.7	1	.....	.....	.5	2.5	.....	Four years, approximately.
Isbell College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No catalogue.
Judson College.....	3	3	1	2.5	2	.5	2	14	12	Two or more years.
Marion Seminary.....	1	2	.....	1.5	1	1	.....	6.5	.....	Four years, approximately.
Tuscaloosa College.....	.5	.....	.....	1.5	.....	.5	.....	2.5	.....	No catalogue.
Woman's College of Alabama.....	3	3	3	2.5	1	.....	2.5	15	6	Two or more years.
ARKANSAS.										
Central College.....	2	2	.....	2	1	1	.....	8	.....	Two years, approximately.
Galloway College ²	3	.....	.....	2.5	2	1.5	.....	12	.....	One year, approximately.
FLORIDA.										
State College ³	3	2	.....	3	2	.....	2	12	.....

¹ Athens College announces an admission requirement of 14 units beginning 1911-12, but counts three books of Plane Geometry as equivalent to 1 unit; gives .8 unit credit to Bible, which is not considered a secondary school subject; and values at one unit each four elective subjects pursued for three forty-five minute periods for one year.

² Galloway College is not rated as being even in Class B of Methodist colleges.

³ The Normal Department admits applicants from the eighth grade.

* The fact that an institution is estimated as counting one, two, or three years toward a degree does not indicate that the work of the remaining year or years is of college standard; and a college requiring 14 admission units is not necessarily doing four years of college work. No college for women in Alabama, Arkansas, or Florida is doing four years of standard college work. The degree of the college department of the Florida State College represents approximately three years of first-class college work. It is the best-equipped of the institutions given on this page, and is included in the National Class III.

	English.	Latin.	Second Language.	Mathematics.	History.	Science.	Elective.	Total Units.		Preparatory Work Counted toward a Degree.*
								Max.	Min.	
GEORGIA.										
Agnes Scott College.....	3	3	2	2.5	1	.....	3	14.5	11.5	Southern Standard College. Two or three years.
Andrew Female College.....	1.5	2	.....	1	2	1.5	.....	8 or 6	.....
Bessie Tift College.....	3	.....	.....	2.5	2	.....	6.5	14	14	Two years, approximately.
Brenan College.....	1.5	2.5	.....	2.5	3	.....	4	13.5	.....
Cox College.....	1.5	1	.....	.5	.....	.5	.....	3.5	6	Two or three years.
Lagrange Female College.....	3	3.5	2	2.5	1	.....	2	14	10.5	
Shorter College ¹	3	4	2	2.5	1	1	1	14.5	.....	No catalogue. Four years, approximately. Three or four years.
Young's College ²	2	2.5	.....	2	1	1	.....	8	.....
Wesleyan College.....	3	4	2	2.5	2	1	.....	14.5	6	No catalogue. Four years, approximately. Three or four years. Four years. Two years toward "college" diploma. Four years toward "literary" diploma. Two years toward classical diploma. Four years toward English diploma. Four years, approximately. Two years toward diploma. No degree. Four years, approximately. Two years, approximately. Four years, approximately. Two years toward diploma. No degree. Five years. Four years, approximately. Four years toward degree. Two years toward diploma.
.....	
.....	
KENTUCKY.										
Beaumont College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No catalogue. Four years, approximately. Three or four years.
Bellwood Seminary.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bethel College ³.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Four years. Two years toward "college" diploma. Four years toward "literary" diploma. Two years toward classical diploma. Four years toward English diploma. Four years, approximately. Two years toward diploma. No degree.
Bourbon College.....	.....	.....	.....	.....	.....	.....	.....	6.5	.....
Caldwell College.....	1.5	2	1	1.5	.5	.....	.....	6	.....	Two years, approximately. Four years, approximately. Two years toward diploma. No degree. Four years, approximately. Two years toward diploma. No degree.
Campbell H. College.....	1.5	2	.....	1.5	.....	1	.....	2	.....
Franklin Female College.....	.....	.5	.....	.5	1	.....	2	7	.....	Four years, approximately. Two years toward diploma. No degree. Five years, approximately. Four years toward degree. Two years toward diploma.
Hamilton College.....	1.5	2	.....	1.5	.....	.....	.....	1	.....
Liberty College.....	.....	1	.....	.....	.....	.....	.....	5	.....	Four years, approximately. Two years toward diploma. No degree. Five years, approximately. Four years toward degree. Two years toward diploma.
Logan College.....	1	2	.....	1	.....	1	.....	7.5	.....
Madison Institute.....	.....	.....	.....	.....	1	1	.....	1.5	.....	No catalogue. Four years, approximately. Three or four years.
Margaret College.....	1.5	2	1	1	1	.....	.....	.....	.....
Millersburg Female College.....	.....	1	.....	.5	.....	.....	.....	1.5	.....	No catalogue. Four years, approximately. Three or four years.
Owensboro College.....	.....	1	.....	.5	.....	.....	.....	1.5	.....
Sayre College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

¹ Shorter counts twelve units of music toward A.B. degree. The 10.5 units required of special and "irregular" students are "subject to modification at the discretion of the faculty."

² Young's College announces an admission requirement of 14 units, but the units are not of standard value.

³ Bethel College announces an admission requirement of "16 credits," but it has provided only three instructors besides its president to teach all the courses in its academy and college.

* The fact that an institution is estimated as counting two years of preparatory work toward a degree does not indicate that the work of the remaining years is of college standard; and a college requiring 14 admission units is not necessarily doing four years of standard college work. Agnes Scott is the only college for women in Georgia or Kentucky belonging to the Southern College Association. It is included in the National Class II.

SPECIFIC ADMISSION REQUIREMENTS OF SOUTHERN COLLEGES FOR WOMEN (Continued).

	English.	Latin.	Second Language.	Mathematics.	History.	Science.	Elective.	TOTAL UNITS.		Preparatory Work Counted toward a Degree.*
								Max.	Min.	
LOUISIANA.										
Home Institute.....	.5									Four years, approximately.
Louisiana Female College.....	2	1		1	1	.5		3.5		Three years, approximately.
Mansfield Female College ¹		2		2	1			7.5		Two years, approximately.
Silliman Institute.....		{ 4 3 }	{ 2 3 }	.5		1		2.5		Nearly four years.
Sophie Newcomb College.....	3			3	2	1		15	14	Southern Standard College.
MARYLAND.										
Goucher College.....	3	2		2.5			7.5	15	15	National Standard College.
Kee Mar College.....	1	2		1	1	1		6		Two or more years.
Maryland College.....	1			1	.5			2.5		Four years.
Mount St. Agnes College.....	1.5	3	2	2	1	1		11		Two or more years.
Notre Dame College.....	3	4	4	2.5	1			14.5	12	
St. Joseph's College.....	1			1		1		3		Four years.
Woman's College.....	3	4	2	2.5	1.5	1		14	14	
MISSISSIPPI.										
All Saints College ²	3	4	2.5	3	2	1.5		16		Two years toward diploma. ²
Belhaven College and Institute ³								14		Four years.
Blue Mountain College.....										Four years.
Central Mississippi Institute.....	.5	.5		.5	1.5	1		1.3		Two years, approximately.
Grenada College.....	3	2		1.5				9		Four years.
Hillman College.....										Four years.
Meridian Woman's College.....	1	2		1.5	1.5			4		Four years toward B.L. degree.
Mississippi I. I. and College ⁴	3	[2.7]	2	2.3		.5	6	13.3		Four years.
Mississippi Syn. College.....		1		.5				2		No catalogue.
Pontotoc College.....										Four years.
Port Gibson Female College.....										Four years.
Southern Christian College.....										Four years.
Stanton College.....										Four years.
Whitworth College.....	1	2	.5	1	1	.5		6		Two years, approximately.

¹ Mansfield College reported to the M. E. Board of Education an admission requirement of 11 units for 1910-11. The above estimate is based on requirements for admission to normal department. Neither admission requirement nor course of study is given in the 1911-12 catalogue.

² All Saints College offers only two years of college work, but does not confer a degree.

³ Belhaven College and Industrial Institute does not announce specific admission requirements, and gives no outline of college courses. Requirements wholly prospective.

⁴ The College of the Mississippi I. I. and C. requires for admission two units of a foreign language. If Latin is offered, not less than 2.7 units will be accepted.

*The amount of preparatory work estimated as being counted toward a degree does not indicate that the work of the remaining year or years is of college standard; and the announcement of a 14-unit admission requirement does not necessarily imply that an institution is giving standard college courses. Goucher College is the only college for women in the South included in the National Class I. Sophie Newcomb belongs to the Southern College Association, and is included in the National Class II.

MISSOURI.	English.	Latin.	Second Language.	Mathematics.	History.	Science.	Elective.	TOTAL UNITS.		Preparatory Work Counted toward a Degree.*
								Max.	Min.	
Central College ¹	1.5	2	.....	1.5	1	.....	.....	6	.....	Two years.
Cotter College ²	1.5	2	.....	1.5	1	.....	.....	7	.....	Two years.
Christian College ³	1.5	2	.....	1.5	1	1	.....	6	.....	Two years.
Hardin College ⁴	1.5	2	.....	1.5	1	.....	.....	6	.....	Two years.
Howard-Payne College ⁵	1.5	2	.....	1.5	1	.....	.....	7	.....	Two years.*
Lexington College ⁶	1.5	2	.....	1.5	1	1	.....	6.5	.....	Two or more years.*
Liberty Ladies' College ⁷	1.5	2	.....	1.5	1.5	.....	.....	6	.....	Two years.
Lindenwood College ⁸	1.5	2	.....	1.5	1	.....	.....	6	.....	Two years.
Stephens College ⁹	1.5	2	.....	.5	1	2	.....	6	.....	Two or more years.*
Synodical Female College.....	1.5	2	.....	.5	1	1	.....	6	.....	Two or more years.*
NORTH CAROLINA.										
Chowan College.....	1	2	.....	1	1	.....	.....	5	.....	Two years, approximately.
Claremont College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Four years.
Davenport College ³	1.5	1.5	.....	1.2	1.3	1	.....	6.5	.....	Three years, approximately.
Elizabeth College ⁴	3	3	.....	2.5	1	.....	.....	14	6	Two years, approximately.
Greensboro Female College ⁴.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	See footnote 4.
Littleton College.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Four years.
Louisburg College.....	.5	1	.....	3	2.3	5	.....	2.6	.....	Three years, approximately.
Meredith College ⁵	3	3	.....	2.5	2	1.5	.....	14	10	See footnote 4.
North Carolina Normal College.....	3	2	.....	1.5	2	.5	.....	9	9	One year, approximately.
Oxford College ⁶	1.5	2	.....	1.5	.5	.....	.....	6.5	.....	Four years, approximately.
Presbyterian College ⁷	1.5	1.5	.....	1.5	1	1.2	.....	7.3	.....	Two years, approximately.
Peace Institute.....	1.5	2	.....	1.5	1	.....	.....	5	.....	Two years toward diploma.
Sacred Heart College.....	1.5	2	.....	1.5	1.6	.7	.....	7.3	.....	Three years, approximately.
St. Mary's School.....	1.5	2	.....	2.5	3	1.5	.....	13	10	Two years toward diploma.
Salem College ⁸	3	2	.....	1.5	1	.....	.....	7.6	.....	Two years, approximately.
Southern Presbyterian College ⁹	2	1.5	.....	1	1	.5	.....	4	.....	Three years, approximately.
Statensville Female College.....	.5	1	.....	1	1	.....	.....	.....	.....	.....

¹ Although Central College announces an admission requirement of 15 units for its A.B. course, the Board of Education of the M. E. Church, South, has not yet listed it as even a "Class B" college. The requirements for the B.L. degree are not stated.

² Cotter, Christian, Hardin, Howard-Payne, Lindenwood, and Stephens offer only two years of college work, and they really count their third and fourth academy years as freshman and sophomore years. Hardin, Howard-Payne, and Lindenwood are, apparently, the best-equipped of the Missouri junior colleges.

³ Davenport College, Elizabeth College, Oxford College, Presbyterian College, and Southern Presbyterian College are announcing a higher admission requirement for 1912-13. As I have not been able to find out the length of the recitation periods at Davenport College, I am unable to make a unit estimate of its admission requirements. Students are admitted from the eighth grade, apparently; but in a few special instances graduates of Davenport have been credited with about two years of college work at Trinity College.

⁴ Meredith College is rated as doing three years of college work according to the National Standard; Greensboro Female College as doing two years. No other North Carolina colleges have been classified.

⁵ Salem announces an admission requirement of 14 units (maximum) and 10 units (minimum) for 1912-13.

⁶ The amount of preparatory work estimated in any given case as being counted toward a degree does not indicate that the work of the remaining year or years is of college standard; and a college announcing, or even requiring, 14 admission units is not necessarily doing four years of standard college work.

SPECIFIC ADMISSION REQUIREMENTS OF SOUTHERN COLLEGES FOR WOMEN (Continued).

SOUTH CAROLINA.	English.	Latin.	Second Language.	Mathematics.	History.	Science.	Elective.	TOTAL UNITS.		Preparatory Work Counted toward a Degree.*
								Max.	Min.	
Chicora College.....	3	3	1	2.5	2	2	.....	13.5	7.5	Two years, approximately.
Coker College.....	2	2	.....	1	1.5	1.5	.....	8	.....	One year, approximately.
College for Women ¹	3	.....	.....	.....	.....	.....	9	12	.....	Three years, approximately.
Columbia College ²	2	3	1	2	2	1	.....	10	6	One year, approximately.
Converse College.....	3	3	.....	2.5	1	1	2.5	14	11	.....
Greenville Female College.....	1	1.5	.....	1	.5	1	.....	5	.....	Two years, approximately.
Lander College ³	2	2	1	1	2	1	.....	8	.....	One year, approximately.
Limestone College.....	2	2	1	2	.....	.....	.....	8	.....	Two years, approximately.
Winthrop College.....	2	2.7	.....	2.1	2	1	.....	9.8	7.1	One year, approximately.
Woman's College of D. W. ⁴	2	2	.....	1	1	1	.....	7	.....	Two years, approximately.
TENNESSEE.										
Belmont College.....	.....	.5	.....	.....	.....	.....	.....	.5	.....	Three years, approximately.
Boschell College.....	.....	.5	.....	.5	.....	.....	.....	1	.....	Four years, approximately.
Burford College.....	2	2	.5	1.5	1	1	.....	8	.....	Three or more years.
Centenary College ⁵	1	(1)	.....	1	.....	.5	.....	3.5	.....	Three or more years.
Fairmont College.....	1	1	.....	1	.....	.....	.....	3	.....	Three or more years.
Howard Female College ⁶.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Six years.
Marion Female College.....	1	1	.....	1	.....	.....	.....	3	.....	Three years, approximately.
Memphis Conf. Female Institute.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Four years.
Radnor College ⁷	(1)	.....	.....	.....	.....	.....	.....	[1]	.....	Four years.
Rogersville S. College.....	1	.5	.....	.5	.....	1	.....	1	.....	Four years, approximately.
Soule College.....	1	1	.....	.5	.....	.....	.....	1.5	.....	Four years, approximately.
Sullins College ⁸	1.5	[2]	.....	.5	1	.5	.....	3.5	.....	Two or more years.
Tennessee College.....	3	4	2	2.5	1	.....	1.5	14	10	.....

¹ College for Women gives an additional unit credit for preparatory English.

² Columbia College announces on p. 22 of its 1910-11 catalogue that it requires 16 admission units; but these units, when taken in Columbia College school (pp. 75 and 76), are apparently not of standard value, hence the above rating.

³ Statistics taken from 1909-10 catalogue.

⁴ Woman's College of Due West announces an admission requirement of 12 units, but the work outlined on p. 34 of 1911 catalogue is equivalent to only 7 units.

⁵ Although Burford announces an admission requirement of 14 units, it apparently does no standard college work.

⁶ As Centenary College crowds into one year work which should take two years, it is impossible to rate it accurately.

⁷ Howard College admits into Freshman class pupils from the fifth grade, apparently.

⁸ A number in brackets indicates that the stated amount of subject-matter is not required for admission to courses leading to the B.S. or B.L. degree.

* The amount of preparatory work estimated in any given instance as being counted toward a degree does not indicate that the work of the remaining year or years is of college standard; nor does a 14-unit admission requirement necessarily indicate that the institution concerned is giving any standard college course. Converse College is rated as doing three years of college work according to national standard. Tennessee College is decidedly the best college for women in Tennessee.

TEXAS.	English.	Latin.	Second Language.	Mathematics.	History.	Science.	Elective.	TOTAL UNITS.		Preparatory Work Counted toward a Degree.*
								Max.	Min.	
Asgard College.....	3	3	3	2.5	2	1	2.5	14		Four years.
Baylor College.....										Four years.
Carr-Burdette College.....										Four years.
Chapell Hill College.....				.5				.5		
College of Industrial Arts ¹										No catalogue.
Mary Connor College.....										Three years toward A.B. degree.
North Texas College.....	1	[2]		1				4		Four years toward B.L. degree.
San Antonio Female College.....										Four years.
St. Mary's College (S. A.).....	.5			1				1.5		Four years, approximately.
St. Mary's College (Dallas) ²	2	3	[2]	1.5	2	1		9.5		Two years for A.B. degree.
Switzer College.....	1	2	1	2	.5	3		7.5		Nearly three years for B.L. degree.
Texas Fairmont Seminary ³	3	2	2	2.5	2	3		14.5		
Texas Presbyterian College.....	1.5	1	.7		1			5.2		Nearly three years toward B.L. degree.
Texas Women's College.....	1.2	2	1.5		2	1.5		9.5		Nearly two years toward A.B. degree.
West Texas College for Girls.....										No catalogue.
VIRGINIA.										
Hollins College.....	3	4	2	2.5	1		1.5	14		Two years, approximately.
Mary Baldwin Seminary.....	3	2	1	1	1			7		Two years, approximately. ⁴
Martha Washington College ⁴	1.2	2.2	.7			1.5		7.6		Two years of normal work for diploma.
Normal School (Farmville) ⁵									10	Southern Standard College.
Randolph-Macon Woman's College ⁶	3	4	2	2.5	1	1	1	14.5		Three years, approximately.
Roanoke Institute ⁷.....	.7	1		.5	.4	1		3.6		Three years, approximately.
Southern Female College.....	1	1	.5	1.5	.5			3.5		Two years, approximately.
Stonewall Jackson Institute.....	2	2	1.5			1		3.5		Two years, approximately.
Sullins College.....	1.5	[2]		.5	1	.5		3.5		Two or more years.
Sweet Briar College ⁸	3	4	3	2.5	1		1	14.5		Three years, approximately.
Virginia College.....	1	1	.6	1.2	.6			5		Two or three years.
Virginia Institute.....	1.5	1	.7	1.4	1	.7		6.3		Four years, approximately.
Woman's College.....	.5	.5			.5			1.5		
WEST VIRGINIA.										
Powhatan College.....	1	2		1			1	5		Two or three years.

¹ College of Industrial Arts offers no college courses, but it does not confer a degree.

² As the catalogue of St. Mary's College states neither the number nor the length of recitation periods in its preparatory school, the units estimated above may not be correct.

³ Texas Fairmont Seminary announces an admission requirement of 16 units; but as many of its college courses are identical with its college preparatory courses, its B.L. degree apparently represents from two to three years of secondary school work. All 1911 graduates took B.L. course.

⁴ Martha Washington College is now announcing an admission requirement of 14 units, but it is not yet placed even in Class B by the Board of Education of the M. E. Church, South.

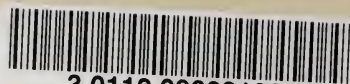
⁵ Pupils who have completed the eighth grade are admitted to the academic course of the Normal School; 16 units are required for admission to normal courses.

⁶ Randolph-Macon counts 2.5 units in mathematics as 3 units, hence its announcement of 15 units and of 10.5 units instead of 14.5 and 10.

⁷ Roanoke Institute announces an admission requirement of 14 units for 1912-13.

⁸ Sweet Briar College does not award a diploma in music or art, and therefore requires no definite amount of secondary school work for pupils specializing in those subjects.

* The amount of preparatory work estimated in any given instance as being counted toward a degree does not indicate that the work of the remaining year or years is of college standard; and the announcement of a 14-unit admission requirement does not necessarily imply that an institution is giving standard college courses. Randolph-Macon Woman's College is the only college for women in Virginia belonging to the Southern College Association and included in the National Class II.



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